

# SCHOOL CONTEXT STATEMENT

Updated: 2/17

**School Name:** Karrendi Primary School

**School Number:** 1135

## 1. General Information

### Part A

Schoolname : KARRENDI PRIMARY SCHOOL  
 School No. : 1135 Courier : Northern Adelaide  
 Principal : Ms Mandy Alcorn  
 Postal Address : 15 Bradman Road, Parafield Gardens 5107  
 Location Address : 15 Bradman Road, Parafield Gardens 5107  
 District : Northern Adelaide Region  
 Distance from GPO : 17 kms Phone No. : 08 82583612  
 CPC attached : NO Fax No. : 08 82815851

	2014	2015	2016	2017
<i>February FTE Enrolment</i>				
Primary				
Reception	23.0	15.0	29.0	27.0
Year 1	20.0	27.0	23.0	25.0
Year 2	21.0	21.0	28.0	29.0
Year 3	22.0	24.0	25.0	26.0
Year 4	16.0	32.0	24.0	26.0
Year 5	18.0	17.0	35.0	28.0
Year 6	20.0	17.0	23.0	31.0
Year 7	17.0	19.0	19.0	25.0
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
TOTAL	157.0	172.0	206.0	217.0
July total FTE Enrolment	157.0	172.0	206.0	217.0
Male FTE	85.0	95.0	111.0	109.0
Female FTE	72.0	77.0	95.0	108.0
School Card Approvals (Persons)	49.0	55.0	61.0	71.0
NESB Total (Persons)	62.0	61.0	67.0	92.0
Aboriginal FTE Enrolment	22.0	22.0	25.0	27.0

## Part B

- **Leadership**

There is 1 Principal and 3 Senior Leaders. The Senior Leader positions have a specific focus:

Senior Leader: Well-Being (1.0)

Senior Leader: Literacy (.2)

Senior Leader: Numeracy (.2)

- **Staffing Numbers**

Tier 1            11 teachers  
                    190 SSO hours including IT Technology management and support

Tier 2            .46 EALD (English as a second language or dialect)  
                    .4 AET ( Aboriginal Education Teacher)  
                    21 hrs ACEO (Aboriginal Community Education Officer)  
                    .6 1:1 Special Education teacher

- **OSHC**

Karrendi Primary School does not have an OSHC facility on site. However, our families can access the Riverdale OSHC located at 15 de Mille Street, Salisbury Downs. A bus transports our students from the Riverdale OSSHC before school and via bus to the OSCH after school. The phone number for this service is 8182 4916.

- **Enrolment trends**

School enrolment has shown a continual growing trend since 2012.

- **Year of opening**

Karrendi Primary School was opened in 1969.

- **Public transport access**

The school is close to regular bus routes along Salisbury Highway. The site is approximately 500 metres from Parafield Gardens Railway Station.

## 2. Students and their welfare

- **General characteristics**

The student profile of Karrendi Primary School includes:

Girls	51%
Boys	49%
ATSI	14%
EALD	39%
School Card	38%
Students With Disabilities	8%
School Index of Disadvantage	3

- **Student management**

Karrendi Primary School is committed to providing a supportive, engaging and innovative learning environment.

A Behaviour Education policy has been developed with students, staff, parents and caregivers. Karrendi Primary School supports a proactive approach to behaviour development with an emphasis on fostering and maintaining positive relationships.

Behaviour education strategies involve the building of positive behaviour through the understanding of rights and responsibilities and the establishment of clear expectations and routines using Positive Education strategies and methodologies. Furthermore, our school values are promoted across the site and form the basis of discussions regarding the code of behaviour. We develop this through class programs, whole school programs and partnerships with parents, caregivers, carers and outside agencies.

Our Senior Leader in Well-Being supports the implementation of social learning practices across the site including Positive Education, Revved Up and MPower programs, Peer Mediation training, Counting Sexual Harassment, Anti-Racism and Protective Behaviours. Grievance procedures and anti-bullying strategies are in place across the site and taught explicitly in classes.

- **Mindfulness focus**

In 2016, our site made a commitment to adopt a whole school Mindfulness focus. Our belief is that teaching strategies that bring about mindfulness have long lasting benefits. Research shows that they can help to reduced stress, boost memory, increase cognitive flexibility and can help students focus. Mindfulness is also said to increase academic performance and improve student's concentration span. As a site we engage in the following practices:

- Daily yoga sessions after first lunch – Trained student leaders manage these sessions
- Daily guided mediation and visualisation – 2:55pm-3:05pm

In 2017 our Senior Leader: Well-Being created a Well-Being Hub in the office and worked with teachers to support them to develop and utilise a range of Mindfulness and well-being resources and strategies in classrooms and learning spaces.

- **Student Voice and Student Leadership**

Student participation in decision making and development of leadership skills is promoted through class meetings, SRC and mentoring teams. For example, our 6/7 class engages in a peer mediation program developed by Stride Education. The Stride Peer Mediation program helps students identify issues amongst peers and teaches students skills and guidelines for resolving low level conflict. Student Mediators are rostered on during play times to support students.

### **3. Key School Policies**

- **School Vision Statement**

Our school vision statement is as follows:

Karrendi Primary School will empower students to succeed in our rapidly changing global society. Our pupils will exhibit the qualities of motivated learners who are confident and creative and who will become active, socially aware and informed citizens.

#### **How will we achieve our vision?**

- By a continued commitment to high quality teaching and learning
- By maintaining a focus on improving learning outcomes for all students
- By designing and implementing engaging and differentiated curriculum
- By providing learning experiences to enable students to become powerful learners
- By modelling and educating students in practices that promote positive relationships and well-being

- **School Priorities**

#### **Literacy and Numeracy**

As a site, we have developed common expectations and agreed practices regarding teaching, assessing and evaluating literacy and numeracy achievement. Our Senior Leader: Literacy and Senior Leader: Numeracy support staff, develop and lead professional development and engage in change management to ensure quality and effective teaching and learning across the site.

#### **Positive Education and Well-Being**

We have a strong focus on well-being across the site. Positive Education and Mindfulness strategies and methodologies form the framework for our work in this area.

- **School Values**

Respect  
Honesty  
Kindness  
Resilience  
Personal Best

Our values form a strong foundation for our core work across the site. They form the basis for discussions regarding our code of behaviour.

## 4. Curriculum

The Australian Curriculum sets out what students are expected to learn and an expectation of the quality of learning. Students access a balanced curriculum in the eight areas of learning. These areas are English, Mathematics, The Arts, Health and Physical education, Humanities and the Social Sciences, Science, Digital Technology/Design and Technology and Language and LOTE.

- We provide specialist programs in Health and PE, The Arts and German (LOTE)
- **Special Needs**
  - Students with disabilities are supported through targeted SSO support and NEPs (Negotiated Education Plans) NEPs outline learning goals, accommodations and differentiated curriculum to match the individual needs of students with disabilities. During term 1, teachers are released to meet with the SSO/s who will be working with their students with disabilities. During this time, staff review reports, assessments and document current needs, goals and accommodations. This information is utilised to formulate and update the Negotiated Education Plans of students with disabilities.
  - EALD (English as an additional language or dialect) students are supported by our EALD teacher. Furthermore, class teachers

differentiate curriculum to match the needs and learning goals of our EALD learners.

- Min-Lit and Multi Lit Programs are provided to support students with targeted learning difficulties

- **Special curriculum features**

- Reading groups take place in all classes 3 times a week (Monday, Tuesday and Thursday) from 10:10am – 11:10am. Non class teachers and SSOs provide support in classes during this time.
- Jolly Phonics is utilised in our R-3 classes. Jolly Grammar is implemented R-5.
- The Seven Steps to Writing Success program is implemented across the site. Our Senior Leader: Literacy provides ongoing professional development and support focussing on this program.
- Classes are organised in year level teams to support and promote collaborative teaching, team work and priorities from Professional Learning Community targeted work.
- Peer and cross age tutoring occurs across the site.
- We have a strong focus on healthy lifestyles, fitness, PE NIT, sports clinics and SAPSASA involvement. Each year we hold a staff verses Year 7 students netball game
- All classes receive fresh fruit each week from our involvement in the Kickstart for Kids program. Classes have allocated Healthy Fruit/Vegetable snack times and Brain Break times.
- Students in Years 5-7 have the opportunity to be a member of our Karrendi School Choir. We have been participating in The Festival Of Music since 2016.
- A range of learning programs are implemented including Positive Education, Revved Up and MPower.

- **Special curriculum features continued...**

- We have a strong focus on environmental awareness. All classes participate in recycling and composting. The 6/7 class manages the site composting program.
- Classes participate in the Premiers Reading Challenge and the Premier's Be Active Challenge.

- **Teaching methodology**

Our philosophy is based on success oriented classrooms, student participation, collaborative learning and partnerships with parents, caregivers, carers and students. Staff work in teams across the school and engage in curriculum planning in Professional Learning Communities.

- **Assessment procedures and reporting**

Staff use a range of assessment practices – eg rubrics, anecdotal notes and other various sets of data. Our interview and reporting timetable is as follows:

Term 1 Family interview.

Term 2 Summative report including A-E grades

Term 3 Family interview (optional)

Term 4 Summative report including A-E grades

Interpreters are used where necessary to meet the diverse needs of our community. Frequent contact between school and parents is encouraged at all times. Furthermore, ongoing communication occurs through school newsletters, our site Karrendi Primary School facebook page and the Skoolbag application.

## **5. Sporting Activities**

Physical education is a R-7 specialist curriculum area provided by NIT staffing. The school participates in athletics, netball, soccer and rugby tag in sporting carnivals with SAPSASA to provide students with a range of experiences.

Karrendi has a swimming pool located on the grounds. This allows for our students to engage in an extended swimming program beyond the usual one week program supported through DECD. Each class has a set of sporting equipment that is available for use at play-time. Senior students lead lunchtime activities such as dance and skipping. Students have access to a lunch-time Zumba class once a week. This session is led by a member of our Governing Council. Sports Day is held annually on our school grounds.

## **6. Other Co-Curricula Activities**

Whole school celebrations and special days occur throughout the year. These include: Other events include: Pets Day, Wheels Day, Book Week, school discos, Annual School Concert and Family Picnic Day. Special performances and arts events include R-7 students including our annual Music Is Fun incursion. Whole site assemblies take place fortnightly and are hosted by classes.

## **7. Staff**

- **Staff profile**

There is very little turnover of staff each year. Staff possess a wide range of skills, expertise and experience.

### **Leadership Structure**

We operate as a collaborative leadership team. The leadership team consists of the principal, Senior Leader: Well:Being, Senior Leader: Literacy and Senior Leader: Numeracy. We engage in weekly Leadership Team meetings.

### **Staff Support Systems**

High morale and effective collegial attitude is evident within the staff. Ongoing professional development is encouraged with all staff to further build on knowledge,

skills and understandings. Teaching and leadership staff are encouraged and supported to work and plan in Professional Learning Teams. Regular time is allocated in staff meetings for teams to engage in planning, designing of curriculum and evaluation processes. Our SSO teams engage in meetings to support their work and professional development. Support staff positions are in place R-7. These include EALD, Special Education, ACEO and Aboriginal Education. Our PAC meetings are held twice a term and more if needed.

### **Performance Development**

All staff meet with the principal as per the Performance Development Policy. Since 2016 we have developed a Performance Development Plan for teaching staff utilising the Professional Standards for Teachers as a foundation.

## **8. School Facilities**

- **Buildings and Grounds**

All facilities at the site are shared R-7. There is one administration block and four classroom blocks. All buildings are air conditioned. In 2011 a school gymnasium was built utilising the BER initiative funding. Furthermore, the Resource Centre was refurbished in the same year. In 2012 asphalt play areas were resurfaced with rebound ace. We have four large shade sails providing shade over play areas. Our site has basketball and netball courts, an oval with football posts and removable soccer nets and two playground areas. There is a swimming pool on site which the students use for lessons.

- **Specialist facilities**

One computer suite is situated on site to allow for whole class use. The school has Wi-Fi. We have 30 iPads for student use which are stored in a TabSync trolley. iPad resourcing will continue to be increased annually.

- **Student facilities**

Our site has a school canteen that is open each day. We follow the Right Bite food recommendations for a healthy school canteen. Students access a bank of networked computers in classroom spaces. Play spaces include climbing equipment, a grassed oval, hard play areas, a sandpit and basketball and netball courts. We have a designated Early Years playground.

## **8. School Facilities continued...**

- **Access for students and staff with disabilities**

Disabled facilities include ramps in buildings, car parking and toilets. The administration block has an automated door.

- **Access to bus/train transport**

Public buses can be accessed along Salisbury Highway which is approximately 450 metres from the school. The site is approximately 500 metres from Parafield Gardens Railway Station. Trains as well as private bus hire are utilised for student excursions.

## 9. School Operations

- **Decision making structures**

Participative democratic decision making is an important feature at Karrendi Primary School. A range of committees manage curriculum and site operations including: Finance, Grounds, WHS, PAC and Site Improvement. Our Governing Council is jointly responsible with the Principal for the governance of our school. Parents can also participate in the membership of Governing Council sub-committees: Finance, Canteen and Fundraising.

- **Regular publications**

### **Parents and Caregivers**

A school newsletter is available online and in paper copy form on a fortnightly basis. The newsletter contains curriculum and site organisational information. Teachers and students prepare information to be included in the newsletter on a regular basis. The newsletter is uploaded to our website and Skoolbag application. Curriculum and organisational information is also uploaded to our school facebook page on a regular basis.

A brochure has been produced containing information for parents and caregivers about our school. Brochures are included in enrolment packs and also distributed to local preschools.

### **Other communication**

A range of communication methods are used including a weekly bulletin, day book, term and year planners, class/home communication books and diaries for Middle Years students. Staff access their emails on a regular basis.

- **School Financial position**

The school is in a sound financial position. The site budget supports R-7 curriculum, activities and school initiatives.

## 10. Local Community

- **General Characteristics**

Parafield Gardens is a well-established community situated 20km north of the Adelaide CBD. Settlement of the area dates back to the 1800s with land used mainly for farming and quarrying. Significant development occurred in the post-war years following the sale of land in 1958. The South Australian Housing Trust began construction in Parafield Gardens in the 1970's. The population generally increased from the early 1990s as new dwellings were built in the area. Housing is a mixture of owner occupied and rented accommodation. There is a shopping centred located close to the school.

- **Feeder schools**

The majority of reception students come from Parafield Gardens Preschool and Lantana Kindergarten. Students exiting for year 8 predominately go to Parafield Gardens High school and locate private schools.

- **Other local care and educational facilities**

The school gymnasium and site is hired by local community groups several times a week – eg karate, Scottish dancing, Spanish School, Buddhist community group, Parafield Gardens Cricket Club and voting

- **Commercial/industrial and shopping facilities**

Parafield Gardens Shopping Centre is adjacent to the school and includes a supermarket, post office, chemist and other speciality shops.

- **Other local facilities**

There is a Medical Centre in the Parafield Gardens Shopping Centre grounds. Banking facilities are available at Hollywood Plaza which is 3.9km from Karrendi Primary School.

- **Local Government body**

Parafield Gardens is located in the Salisbury Council area.

## **10. Further Comments**

We have a strong focus on developing and maintaining a supportive and friendly atmosphere in which to learn and work in. Staff effectively collaborate, maintain high expectations for themselves and our students and are committed to improved student learning outcomes. We have a strong history of curriculum innovation.

**Mandy Alcorn**

**Principal**